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ABSTRACT

Representatives from thirty states and the District of Columbia participated in the Fifth Annual Conference of the Association of Community College Trustees. Written and compiled by Journalism students at Portland Community College, this report presents highlights of the conference addresses and workshops, and interviews with participants, in a magazine format. Among topics discussed, the role of trustees in collective bargaining, the need for community colleges to become servants of their communities, financial and educational accountability, student tuition, and the problems of faculty tenure emerge as the most significant. Four major resolutions adopted by the conference participants were (1) to keep tuition at the lowest possible level, (2) to oppose federal or state government imposition of collective bargaining laws on the public sector of higher education, (3) to keep authority and control of salaries at the local board level, and (4) to eliminate faculty tenure. (DC)

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September 27, 28, 29, 1974

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by Journalism students from

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State Associations See New Roles

by Robert Larrance

The Michigan Community College Association sponsored a look into the background, life and future of four state associations. Chairperson Donald J. Carlyon, president of the Michigan association, began the program by citing the developments of the past five years as "the most significant in community college history."

R. Quintus Anderson, of New York, called the first attempt in this state to form an association "a state-run brainwashing session" and noted 1963 as the year of the first solidified trustee interest toward organization.

Anderson characterized the Association of Boards and Councils of the two-year colleges of New York as "a sounding board and reactor to legislature and state university hierarchy."

Charles M. Barnes of the Kansas Association of Public Community Junior Colleges described his group as a confederation of four organizations, including students, staff, faculty, and administrators, with a delegate assembly that features four representatives from each of the 19 state colleges.

Participants in the workshop on state associations were (from left) R. Quintas Anderson, Charles M. Barnes, Donald Carylon (chairman), Hugh Hammerslag, and Stephen Reid.

Operating under a 1950 New York law that outlines geographical tax base areas, financing in New York is one-third state, local, and student. However, local board control is "guarded jealously," with only minimum standards set by the state, and the actual running of the colleges left to the local interests.

The 11-year-old association in New York is effective in the yearly decisions over education in the legislature, according to Anderson. He offered 1973 as an example, when a move to give the state control of the community colleges was successfully blocked by his association.

Meeting three times a year, the 76 delegates and nine-member board set policy, with the institutions bearing the cost of the programs.

Tracing the association's beginnings from 1962, Barnes cited "increasing pressures from the passage of the collective bargaining law," three years ago, as diminishing the strength of the Kansas Association.

Barnes,however, pointed to the continuing clout of the organization. "When the association speaks, with one voice representing 40,000 students and thousands of faculty, the legislature listens."

Hugh Hammerslag, president of the Illinois Community College Trustees Association, credits his organization with serving 90 percent of the state and 95 percent of the Illinois population with 200,000 students enrolled.

Following a 1965 law change, Illinois organized along the line that Kansas followed, "to discuss mutual problems." After a 1971 split with teachers and faculty, members from each college in Illinois joined together in meetings, now held once a month.

In addition to the normal organizational functions, Hammerslag pointed out that his association has "what we call an attorney and what you'd call a lobbyist." Financing for the association is at $500 per district, plus $1.20 per F.T.E.

The power of the Illinois group was explained by Hammerslag as able to help in overriding a governor's veto last year. "We think we work from strength," he added, "because we're elected."

Stephen Reid, president of the Oregon Community College Assembly, outlined his organization's formation from a need to "encourage legislation for the common good," with major thrust toward collective bargaining decisions, state funding, and state versus local control.

Reid's "effective committee" also works for new ideas in education.

Observing collective bargaining in Oregon, Reid gave an overview of the presentations at OCCB Meetings. The "unique provisions" of the Oregon law allow striking, injunctions on behalf of the boards, and binding arbitration a compulsion if an injunction is sought. With such provisions, Reid sees the OCCB as a necessity.

The members of the different associations offered many benefits of having associations on the state wide-level, with Hammerslag saying "if we hadn't had an association, I'm convinced that local control would have been diminished."

Barnes cited the "combined approach" of Kansas, with all groups and ideas represented at one meeting, as a method to enable "all interested parties to have an interchange."

In response to questions on stimulation of interest and action on the part of local trustees in state organizations, Hammerslag suggested meetings between population centers and coordination of trustees prior to state meetings.

Collective bargaining, another topic, was discussed by Barnes, who concluded, "the least effective person to go to the state legislature is the paid help (college president)" and suggested, "the trustees take the lead when the time comes to put forward defenses and ideas."

Project Occupation Helpful

by Susan Hines

A fatherless 16-year-old, working as a busboy and living in a dirt floor poverty stricken home, supported himself for two years until he was able to join the army and learn a trade. Gene Withrow, director of Project Occupations at East Center Junior College, Union, Missouri, and others involved in this program helped train this boy so that he could obtain a job.

Withrow drove the boy 16 miles to work and back every day until he could find suitable transportation. Such is the dedication of the people involved in Project Occupations, a program funded by the federal government to provide training and experience for the economically disadvantaged and handicapped.

Withrow explained in the workshop that disadvantaged people are trained in a short time for jobs that already exist. He commented that "they will do anything that's moral and legal to help a person find a job."

When a disadvantaged person first comes to Project Occupations, he fills out an application and must return several times to take standard tests which determine his interests and capabilities. By repeating visits to the campus, the sincerity of wanting a job is tested.

He said that there is a constant interchange between Project Occupations and the employers. Employers call requesting workers, and Project Occupations tries to answer their need quickly. After a call from an employer has been received the disadvantaged person is contacted and

trained, usually within a day.

The training program at Project Occupations is unique in that it is extremely short, but the methods used are progressive and innovative.

Video tapes, machines, instructors, and visual aids are all used to help train the new employee. Withrow explained the detailed steps that his staff goes through to set up a program which usually requires about 100 hours of planning and work.

The first step is for the instructor to make an analysis of the task to be learned, whether it be threading a sewing machine or cutting lace for women's slips. The video tape system is then set up at the actual factory and an experienced worker is filmed doing the task. The instructor then writes the narration which is put in very simple language so that it will be easily understood by all. Music is added to the film which is now ready to be shown to the trainee, who can view it as many times as he or she wishes.

If the job demands, along with the video tape a trainee will practice on the actual machine he or she will be using which has been donated by various companies. Withrow commented that by training an employee to thread a sewing machine a company is saved three days training, therby making money for the employer three days faster.

Although usually trained in only one day, the time on the machine viewing video tapes and working with the instructors gives the trainees the added confidence they need to keep their jobs.

At present, Project Occupations people are employed in a Sears factory, Meremac Caverns, a corn cob pipe factory, Wonder-Main Garment Company, Mid-West Footwear, Monarch Plastics, and numerous restaurants and service stations.

Citing an example of how fast E.C.J.C. moves in finding people jobs, Withrow recalled the restaurant opening up near the college. His staff talked to the management, sold them on Project Occupations, and before the restaurant opened 16 waitresses were trained, 14 of whom were hired.

Withrow believes that the main reason the program is a success is because it is paying for itself about five times over. Last year Project Occupations took 20 people off the welfare rolls and placed 180 other economically disadvantages people. He stated that if 100 people are taken off the welfare rolls in a ten-year period, it saves the tax paying public approximately $1,056,000.00 in welfare payments. By comparison, Project Occupations costs about $58,000.00 a year.

Withrow compared this program with another in the state of Missouri working with mentally handicapped people. "They had one million dollars to work with and in one year they placed one person."

Working in this successful, fast-paced program, Gene Withrow's motto is "flexible's not good enough, you have to be fluid," which seems to be exactly what he and his staff are.

Volunteer Force and The Community College

by Robert Larrance

With money from veterans flowing to community colleges in the form of tuition and expanding Reserve Officer Training Corps (ROTC) at many campuses, the armed forces are becoming more prominent at the two-year level. Yet another facet, according to W. Thomas Callahan of the Principal Staff Operations Research Corporation, Silver Spring, Maryland, "is the need to know that the armed services are employers who are hiring people."

"For people who are trained, the services have positions as non-commissioned officers," said Callahan, during his "town meeting" workshop. "The occupational information systems of this country know nothing about the armed services, and there's a notion that the services are in some sort of vague box."

Callahan stressed the idea that the armed services offer real jobs, that information on the jobs must be passed along by com-

munity college advisors, and that while the armed services "aren't for everybody," they bear looking into.

College Ventures Into Uncharted Testing Field

by Susan Hines

"Unique and the only one of its type," were the words Lee Schroeder, supervisor of Testing and Education at Burlington County Community College, New Jersey, used to describe his college's testing system in the "First Class Innovation - Burlington County College's Automated Testing System" workshop.

Schroeder explained that most computer assisted instruction is used for specific curriculum, but the Burlington system is set as a general, diverse program, to serve a varied number of needs, thus making it truly unique.

Schroeder said that the process B.C.C. completes is to decide upon certain educational objectives, implement strategies to achieve the objectives, evaluate the process, and then utilize the feedback to redesign the objectives and programs. Because they receive so much statistical information from their automated testing system, they are able to obtain much more feedback which improves and re-improves the objectives.

After the objectives are decided upon, he explained that the instructors make up test questions and put them in the computer's item bank where they are scrambled to make up several different tests, thus eliminating the possibility of students cheating. Students then take the test in the testing center where it is put through the optical scanner, giving them immediate feedback on their performance. The score is filed in the student's record and the instructor's record. In this way, no human handles the data and errors are kept to a minimum. Since the student does not find out on the optical scanner which questions were missed, he is forced to see the instructor for help.

A daily report to the faculty outlines the student's scores, which questions the student answered correctly and incorrectly, the date and the time that the test was taken, and a variety of other data. This report is a great tool in helping instructors to evaluate tests, certain questions, and the objectives, and it also helps him keep track of his students and find out exactly where their weaknesses and strong points lie.

Not only does the system help the instructor, but it has numerous advantages for the student. No longer must he move at the same pace as everyone else, nor feel locked in by certain test dates. Instead, he can move at his own pace and reduce his anxiety by knowing that if he fails a test he can go to his instructor for help, then retake the test when he feels more confident.

Schroeder said that although some of the problems such as fees and registration are yet to be worked out, this truly unique and innovative testing system has received favorable feedback from both students and instructors.

Techniques Key MATC

by Robert Larrance

The presentation put together by the Milwaukee Area Technical College, "Special Delivery - Milwaukee," flowed in living color to the background of popular music, the format that the Milwaukee school has developed by way of its two educational television stations.

Serving a viewing public of 1.5 million, WMVT (channel 36) and WMVS (channel 10) feature 30 educational programs and "attractive, dynamic, and relevant presentations," including "modern math for parents" and "child psychology."

Students enroll in the course, attend at home, and then come to the college for one exam. Instructors are available by phone, in the program begun in the early 1960's.

The first offering, "Child Psychology," drew 171 students, and the multi-visual program was on its way. 1972-73 courses drew 1700 enrollees, with 78 percent completing programs.

Breaking down the enrollment, between 60

and 70 percent are persons who cannot attend a MATC campus, 20 percent are Milwaukee area workers, and the remainder are regular students at the college, picking up some extra credit or instruction.

As the program progressed in Milwaukee, the college began producing the educational shows. Many of the productions now offered are required for vocational and technical diplomas.

Using the "dynamic nature of the media," few straight lectures are used in the instruction. Rather, colorful diagrams and drawings often tell the story and do the teaching. An example offered at the workshop, "Children's Literature," explained poetic terms with the subtle poetry of the video tape.

"Marketing," begins with a basic statement from the instructor, then switches to films and still examining, in this case, "middlemen in marketing." Utilizing a pleasant folk singer, a song with the lyrics "if there were a heaven for chain-stores, we'd certainly go there when we die," complements the presentation of the usually dull topic of large chain stores.

Each program is broadcast in the morning and afternoon with a prime-time repeat on U.H.F. channel 36.

Television lessons are available at college tape centers at one of the four Milwaukee campuses. In addition, courses are available at community centers for students without television.

Elimination of red tape at registration time has been accomplished with only one form required, by mail, for participation in the desired class or classes. Students receive, in return for a stamp, a packet for the course with all particulars included.

Student-faculty communication is by day or night on the phone, and discussion sessions are held at the college where study guides may be utilized. Handicapped students may meet with teachers who ride the circuit with required aids.

Among plans for the system are: cassette lessons for school or home use, computer assisted instruction with possible terminals installed in the home, and cable television for authentic "two-way instruction."

Milwaukee Area Technical College is truly an institution without walls, where developments in modern media have allowed further extension of services to the community.

Business Method Needed To Remain In Business

"You'd better run your college like a business or you will be out of business," was the advice given trustees and others by Dr. Amo De Bernardis, president of Portland Community College, at one of the opening meetings of delegates to the Portland convention of the Association of Community College Trustees.

The speaker organized Portland Community College more than 13 years ago when colleges of this nature were first authorized by the Oregon state legislature and has seen this institution grow from a few hundred students to a head count enrollment in excess of 50,000.

"Let the people know what we are doing," said De Bernardis, among reasons offered to keep the colleges functioning the way they should and at the same time maintain support from the constituents.

"The taxpayers are aware that in the last 30 years the cost of education has climbed faster than the overall cost of living," he told his audience.

Among the ways of achieving more efficiently operated colleges De Bernardis listed:

Keep the student attrition rate as low as possible by endless search to find out why some students are dropping out or flunking. It is not good for the students or the college if only 75 percent of the students are attaining their goals;

Get the maximum daily use out of buildings and "if you are using classrooms only 20 percent of each day you are spending a lot on new buildings which you should not be spending." Proper scheduling can result in classrooms being used 50 percent or more of each day;

Carefully define the goals of your college and be sure you know where you are supposed to be going and how you are striving to attain your goals;

Don't confine learning to the Monday - Friday schedule. At Portland Community College, he said, we are working on Saturday classes and we will begin teaching on Sundays as soon as we make peace with the church. He cited the ever increasing operations of other business on Sunday because that is when the customers want to do business;

Develop readable budgets so board members, administrators, and teachers can readily see if the money is going where it is supposed to go.

De Bernardis urged setting up a system for auditing courses to insure that teachers are teaching what the course descriptions say will be taught. He further recommends use of teaching aids, the better use of assistants, establishing programs so students can study and advance at their own paces.

Portland Community College originally was a part of the Portland School District, but later was made into a large district encompassing virtually all parts of the metropolitan area that includes five counties. At that time, the college board presented a realistic tax base proposal which received the support of the taxpayers and since then PCC has operated on the revenue available from that and other fixed sources and never has had to go to the voters for supplemental income. The district is debt-free with the revenue raised from the tax base providing both for operational costs and capital improvements.

Community Involvement Beneficial To College

by Susan Hines

"Citizen Involvement in Action" conducted by Clackamas Community College, Oregon City, Oregon, was chaired by Marv Weiss, Dean of Community Services/Community Education, Bob Ellis, Director of Community Education, and Judy Smith, Coordinator of Retired Senior Volunteer Program (RSVP) as panel members who enthusiastically presented their programs for "putting Clackamas Community College into the community" and "meeting the educational and personal needs of the people."

RSVP is one program implemented by CCC that helps meet the personal needs of many senior citizens over 60 by encouraging them to spend their time and skills in volunteer services. Financially, these citizens are compensated for their work by reimbursement for transportation and meal cost, as well as being covered with on-the-job insurance. At this time, over 150 senior citizens are involved in the program.

Free tuition is one of the benefits of holding a Gold Card, offered to any citizen over 62 who resides within the college district. This card also entitles senior citizens to attend any high school or college athletic event and drama or musical presentation.

CCC also offers the "Green Fingers Garden," which enables people of all ages, who like to garden but do not have the space for that purpose. Water, fertilizer, and some seed is donated, and there is no restriction on what is planted, with the gardener assuming full responsibility for his own plot.

Weiss explained that a career information trailer is manned during the summer to give information about CCC and careers. Special seminars and shows upon request, and community library cards are other outstanding programs.

He also discussed a community needs assessment conducted to reassess the public's needs and CCC's objectives. Done inexpensively but professionally by volunteer interviewers and master's interns, the assessment turned up some surprising needs and interests which will help to form new programs and classes for the community.

Weiss cited criticism CCC received about the athletic program as an example of how the college is reassessing the community's needs and interests. The assessment showed that the community was in favor of intercollegiate athletics and that CCC had been listening to a negative vocal minority in assuming that the public was not in favor of expanding the program.

CCC has clearly put itself into the community, but Weiss makes it clear that these programs have some definite rewards for the college as well. Because of people using gold cards to attend classes and the fact that many people involved in RSVP get to know the campus and decide to take classes, CCC's FTE has risen considerably. Another advantage is that if the people in the community are getting something out of the college, they are more likely to vote yes on budget issues.

New Students Need New Staff Members

by Robert Larrance

"We're here to share our views, and to make you think a little bit, "stated Harlan Burns, vice president of the Kansas Association of Community Colleges, in beginning the Kansas presentation.

Toward further understanding of the needs of the new students of the 70's, the Kansas association, faculty, and students have sponsored state-wide seminars.

Harlan Stone outlined staff development, centering upon preservice training for community college faculty, in-service training for "everyone from trustees to men who cut the grass," and the dedication of the faculty. "Ninety-nine percent of them want time for new training," he stated."

Stone pointed to administrators working with trustees for new programs and to the important role of the trustees in saying, "it's not up to the trustees to say what we should do, but rather asking if we can do it."

New faculty was divided into three groups: former high school teachers, four-year graduates, and old-time community college faculty, all of whom should be made aware of the opportunities for in-service training. "They can find where the bathrooms are themselves," said Stone, "but they need to know what the community college can do for them."

Stone cautioned trustees "to be sure that the man is interested in your product before hiring new faculty members." The trustees from Colby College offered the 1973-74 goals of his institution for its board of trustees, which included attending three student social events, attending three athletic events, on-campus visits with three non-administrative personnel, and two classroom visitations.

Other Colby goals are visits to the country commissioners, visits to other community colleges, promotion of better relations with endowment associations, regular conversations with faculty representatives, attendance at alumni meetings, and invitations to student senate and student union members to dinner.

Jane Dunsford of Dodge City Community College called her institution "the uncommon college, practical in the vocational area, and exciting in the self-improvement area."

New programs and services are needed for the student of the 70's and Dodge City has started a day care service, meeting another need. Cable television, learning labs, and a media center are other features of Mrs. Dunsford's college.

"Money is really the major factor in community college development," she said.

Leroy McDowal, of Dodge City, offered his thoughts presented below.

"My colleagues on the panel have expressed to you what the staff of the 70's will evolve from and to. At this time, I would like to extend to you my theory, or description, of the student of the 70's, because I feel this is very important in the overall scheme of staff development.

"The student of the 70's is and will be the most perplexing human and educational system the United States has ever encountered. He will be, in many respects, more mature and knowledgeable than the individual who attempts to instruct him. In other respects, this same student will be no more than an infant that has just emerged from his mother's womb. This student is no longer concerned with the hypothesis of if and when. He is, and always will be, deeply committed to the why and how."

"Because of this commitment, the student of the 70's is interested in an instructor of truths. He becomes more deeply interested in a facilitation of knowledge that will help him to strengthen his strengths, and build upon his weaknesses.

Partnerships Provide Dollars, Talent, Manpower

by Ruth Lindemann

Why should community colleges and business combine to provide educational facilities? The benefits to both concerns are numerous, and the students have much to gain by this partnership.

The panel members demonstrated how to initiate such a program and assure its mutually profitable continuation.

Regrettably, the business world has lacked an interest in education in the past and placed education funds and interests low on its priority list. Therefore, the initiative needs to be taken by administrators to contact the business community and organized labor to point out the possible benefits to all concerned by a joint venture in education. It is clearly up to the community college level of education to open this channel of communication.

In a recent speech by President Ford in which he gave recognition to a greater need for coordination between education and the working world, he hoped that a program could be worked out to bring about much needed cooperation between business and education. He also mentioned that perhaps too much emphasis had been placed in the past on earning degrees and not enough on learning the useful skills that are necessary in a modern society.

The mechanics of setting up a joint venture with business were described as follows:

After the initial contact and agreement to proceed the company coordinator sets up a program.

A topical outline is prepared that describes the benefits for the company, college, the student, the community, and the taxpayer.

The college should offer to appoint a liaison person to help with this procedure.

A coordinated work-study program can be negotiated into a union contract. Often this is in the form of offering more pay to a two-year graduate from a community college connected with training personnel.

The program usually is oriented to young people who have not been exposed to the business world and thus offers the student a wider range of education. It would be impossible to construct and keep up to date laboratories for all student interests. Cooperation with business gives students laboratory experience which would not be available otherwise.

Cooperation with business also puts a wide range of talent to work for the community college and keeps education up to date on innovations in business, industry, the ever changing technology, and ideas.

Students are allowed to sample what their abilities and interests are and test their potentials. The business and industrial employers on the other hand have a chance to acquaint themselves with possible future employees. This mutual contact allows business and industrial leaders to pass on the values necessary to retain our system.

The two national organizations most responsible for getting a coordinated program off the ground have been the ACCT and the U.S. Chamber of Commerce. The chamber of commerce which is composed of three types of organizations (local or state chambers, trade association, business firms) has been instrumental in the programs continuing success.

Business and labor must make needs known to the educators in order to give job seekers the opportunity to achieve competency in necessary fields and thus find employment more readily that will utilize their talents.

The college must be ever on the alert for changing needs of its student body by modernizing student services, renewing the faculty as well as trustees, and periodically reviewing methods of how to

serve an ever increasingly older student body.

In all these matters ACCT is acting as a catalystic force to widen technical and financial assistance.

If cooperation between business and education is to succeed, child care centers will need to be a vital part of the program. Both education administrators and the business community must keep in mind that their attitude toward the people they serve is a vital part of education.

There are 1,700 sources for funds in the federal government, and the thrust of the government is now to give funds directly to students to spend at the college of their choice. There are approximately $14 million in the Community Services Fund; a certain amount will be allocated to each region and must be computed for within each state.

There also is approximately $10.5 million now in the Cooperative Education Fund, but the ACCT is concerned with the fact that education must take the initiative in contacting the business community to take advantage of these funds. Bob Young of the Bank of California mentioned that his bank, like most banks, has large sources of economic information that has not been used to advantage by educators as research material, curriculum sources, statistical information, and for general classroom use.

He reiterated the need for educators to approach business and use the vast resources available and to expose students to the business setting in which they will soon be working.

Another outgrowth of the community college and business coordination is the prison program which enables prisoners to work for college credits. It is used as an incentive for early parole and even long term prisoners can upgrade their jobs within the prison.

Role Described

by Hal Andrews

The "Trustee's Role in Accreditation" workshop was chaired by Jean G. Ross, trustee, Montgomery Community College, Rockville, Maryland, and members of ACCT's Board of Directors. The presenters for the workshop were Portia "Peg" Goode, trustee Grossmont Community College, El Cajon, California, and member, ACCT Board of Directors, and Sedley Stewart, trustee, Mt. Hood Community College, Gresham, Oregon. Representing the Federation of Regional Accrediting Commission of Higher Education was Executive Director Robert Kirkwood.

Kirkwood opened the workshop, speaking on the role of the Federation of Regional Accrediting Commissions of Higher Education. He stated that in the past trustees have not been fully involved in the accreditation process. Even though the trustee is busy, it is his responsibility to strengthen his educational institution. Ways to do this include analyzing the aims and goals of his school and making sure everything is being done to increase the input from the community.

The trustee should utilize the suggestions of the evaluation team that visits the college. The key to a better college is self-study.

Reduction In Force Problems Discussed

"Reducing tenured faculty from lack of funds," was the topic of the "Reduction in Force" workshop presented by Grays Harbor College, Grays Harbor, Washington.

After the war baby boom, a decline in enrollment and F.T.E. funding has been realized at many community colleges. As a result, some faculty members must be terminated. Grays Harbor was the first community college in Washington faced with the problem.

Administrative and legal considerations led to the adoption of policies following state statutes to insure the faculty due process. A policy was developed for the procedure.

At Grays Harbor, seniority and preservation of academic programs was a guide.

The problem was described as "a universal one, "needing a proper system and approach,

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taking into mind legal requirements for success. It was also stressed that data necessary to support termination are a must, if the process takes place.

true interracial town, "where different cultures are recognized and protected. "Respect" was the key brought out by the workshop as well as awareness."

John Y. Chin, (standing) San Francisco Community College District and Jackson R. Champion, Washington Technical Institute, conducted a workshop entitled "Functioning with an Integrated Faculty."

Community Colleges Improve Race Relations

by Robert Larrance

Jackson Champion of the Washington Technical Institute, and John Y. Chin of the San Francisco Community College District manned the "Functioning with an Integrated Faculty" workshop.

"I see community colleges as being the first step upward for better race relations and for a better economy for those who choose not to take the four-year college route," said Champion as he put forth the three major facets of his program - instruction, organized research, and community extension.

WTI has a student body representing 47 foreign countries, 11 states, and the District of Columbia certainly a multi-cultural group. Many minority groups are represented in the faculty and staff set-up, lending themselves to programs "for making a living, as well as a life."

"If minorities are qualified, then they should have the job," said Champion. "If they're not, they shouldn't."

Chin described the San Francisco system where 47 percent of the student body are minority group members. "Affirmative action is the goal in San Francisco, "A

Administrators' Salaries

by Ruth Lindemann

"There are only good administrators and former administrators" was one of the observations made at this business like workshop.

The changing image of the college administrator was explored and it was found that what is needed in today's changing community is a person who can keep up with the changes. Meeting the needs of the community is the college president's key to success.

Being a good educator (the scholarly, PhD. type) is no longer enough of a recommendation for a college administrator. What is needed is a good manager with a business administration background who is service oriented.

The compensation for this position, which is in actuality not so much a position as a problem solving job, should be based on two factors: internal equity (a logical relationship to positions), and external accountability to the public which means pay should always reflect performance and longevity.

College Growth Creates Legal Woes

The purpose of this workshop was to identify the variety of sources of potential liability, briefly call to attention the types of insurance available, identify areas of liability, and discuss "wrongful acts" (an "error or omissions" type of insurance) as one of the current types of coverage.

The basis of the liability program is found in the trustees comprehensive general liability type coverage form, and it was observed that it usually doesn't cover everything.

A standard broadening of coverage should include broadening contractual to blanket contractual, adding board form property damage, and adding personal injury liability, which includes false arrest, liability, slander, defamation of character, unlawful eviction, etc.

"Many trustees, now more than ever, are turning to attorneys for advice," said Edward Digges, Charles County Community College, Maryland, in opening the special meeting on college attorneys.

Citing the job of trustees and becoming more complex, Digges introduced Richard J. Frankie, professor of Education at George Washington University and the author of "Junior Colleges and the Court" and many other works concerned with the law and community colleges.

Beginning with a Louisiana case in the 1920's that made community colleges legally "super high schools," Frankie discussed the wealth of recent litigation from faculty cases to questions of tenure and contract renewal. In the past two years there have been 50 such cases.

Twenty of the recent cases have involved community college policy making and finance, while only three have been collective bargaining matters.

John Mosser, an attorney from Portland, Oregon, commented, "there is no such thing as community college law." The panel member went on to point out that all phases of law involve the community college, including matters of the environment, insurance, labor relations, and real estate.

Mosser foresees the future as "a period of more litigation."

Many questions and a lively audience lent themselves to a productive discussion period.

The Higher Education Immunity Act of Washington was discussed by Steve Milam, Assistant Attorney General of Washington. It was pointed out that in Milam's state the Attorney General may defend a community college if the action at question is judged as being in good faith. Losses resulting from the litigation are absorbed by the state tort claim fund, and the defense costs are charged back to the college.

Cases of differential tuition were discussed, with particualr reference to Colorado where a residency requirement was retained with enrollment in an institution constituting residency. In Washington, it was revealed that the courts upheld a 12-month residency requirement, while in Oregon it was pointed out that as long as a precedure exists to obtain residency, residency requirements for college tuition are legal.

A question was raised in regard to withholding transcripts as a lever for extracting monies owed an institution. A recent case ruled that the college may not legally do so.

In the area of contract termination, it was pointed out that in order to terminate it must be shown that society will benefit more than the individual concerned. Although no real statutory system exists, Mosser pointed to a developing common law.

Frankie listed several individual cases, including one in which a teacher charged that night class assignments were designed to restrict his night-time activities. It was pointed out that in this case, and many

others, administrative action avoid litigation.

"Initiative to prevent a lawsuit," on the part of trustees, and administrative personnel was stressed as an important key and came as a lesson of the workshop.

"I think that the exchange of information and ideas can be a great aid," commented Frankie.

Equality Between Sexes Aired at Convention

by Susan Hines

"Equality Between the Sexes," chaired by Eleanore Nettle, trustee of San Mateo Community College, San Mateo, California, and presented by Jeanette Poore and Marlaina Kiner, covered both the practical and legal issues involved in sex discrimination on community college campuses.

Ms. Poore, president of Everett Community College, Everett, Washington, and one of six women community college presidents in the United States, talked about discrimination against women in all segments of education. Ms. Kinder, a lawyer and director of the Office of Civil Rights, Department of Health, Education and Welfare, discussed legal aspects of sex discrimination by educational institutions that receive federal aid, which her office investigates. (Sex discrimination is illegal by Title IX of the Education Amendments of 1972.)

Ms. Poore, who spoke first, said that for a woman to be successful she "had to look like a lady, think like a man, and work like a dog."

She then reviewed the Educational Amendments and explained that hearings will be held throughout the country to help refine them. After this process has taken place, the amendments will go to the President for signing. The procedure may be accomplished by 1975.

Ms. Poore called for trustees and administrators to take the banning of sex discrimination seriously since they are the people "who really hire and fire." "We are going to have to do more to recruit women and minorities," she said.

She cited the case of a medical school in Seattle, Washington, that is in the process of litigation because they allegedly discriminated against women. The court subpoenaed their admission records and found comments on women applicants such as "she's mousy" or "she's very good looking."

Ms. Poore believes that community colleges are sincere in wanting to comply with the new rules.

Other facets of sex discrimination mentioned were the need for maternity leave for men and equal retirement and fringe benefits for women.

One of the problems Ms. Poore discussed was the fact that anyone can file a sex discrimination complaint, whether there are any grounds for the complaint or not. One of the first steps the person takes is to go to the press. After the story hits the papers, she explained, "we are frequantly judged guilty from the start and have to prove our innocence."

Ms. Kinder discussed, in depth, the provisions of Title IX of the amendments which cover admissions, treatment of students, and employment.

In explaining admissions, she said that if admission quotas for men and women are set up, they must be eliminated. If there has been discrimination in the past, then active recruitment must take place to make up for the minority.

Discussing treatment of students, Ms. Kinder said that athletics is one of HEW's biggest problems. There is much disagreement as to how far equality should go in this area. As the amendment reads now, a school cannot segregate on the basis of sex, except in competitive sports. However, in intramural sports and physical education classes there cannot be any discrimination.

In reviewing sex discrimination in employment, she cited the example of her office investigated several years ago when a woman faculty member, teaching a traditionally male department, filed a complaint because she did not receive tenure. After investigating, HEW found that the instructor had more degrees than her male colleagues and was an excellent teacher. According to the head of the department, "she was too aggressive. In a man it would be all right

out she's got to go."

Ms. Kinder said that the University of Washington is in the process of being investigated for sex discrimination and HEW has threatened to withhold the school's federal funds unless the University of Washington comes up with a suitable plan to end the discrimination.

She said that when an institution fails to comply with the new rules it is possible that the trustees could end up in jail.

One trustee in the audience asked Ms. Kinder if she would be kept busy investigating larger institutions and complaints or that there wouldn't be time to investigate the smaller community colleges. She answered, "that's hard to say. We have a work plan. Complaints do have a big part in it, but we have a mandate to do large and small private investigations. We do try to do a mixture of investigations."

Another person was concerned with the background of the HEW investigators. Ms. Kinder said the investigators have varied backgrounds such as law, health, construction, and education, and that each person is assigned investigations relating to their own particular field.

Some laughter was emitted from the audience when one man asked Ms. Poore how he could get maternity leave. She replied, "why don't you just go ask for it."

Staff Evaluation Vital

by Ruth Lindemann

To whom and for how much are the staff and trustees of a community college accountable for student and teacher activities that are connected with the school but not a part of the regular curriculum?

In their attempt to cover the wide variety of questions presented to the panel the answers were mostly general and applicable to colleges nationwide.

They covered some of the following:

- Student activities and clubs
- Basis of faculty salary increases

It is not possible for most colleges to recognize all factions, organizations, etc. because of limited faculty time and college funds.

Professional evaluation is necessary to decide salary increase issue.

More Labor Relation Changes Anticipated

Anyone on a college board who does not realize the change in labor relations and that more changes are coming is in for a rude awakening, Charles Green of the Muskegon, Michigan Community College told a workshop group on the impact of negotiations on instututional management in the closing day of the Portland, Oregon convention.

That labor negotiations and problems are with the college program appeared to be accepted by all present at the workshop, and the questions arising showed concern about faculty and staff drifting into the labor union type of negotiations.

"Where does the student profit in this?" one trustee asked.

"He doesn't," the speaker replied.

The trustees attending this meeting were told to have a philosophy in mind; decide what you are going to do, basically, when you go to the bargaining table.

A bargaining team representative of institutional management is desirable, but those at the meeting were told to have a team whose members are dependable and truthful and if you do not have that fire the members.

It was pointed out that there are dangers of some members dealing on the side with union negotiators.

"The bargaining team must maintain credibility, trust the administrator, and back him up as negotiations progress.

Among the basic procedures to follow as advanced at the session were:

Be aware of what is being paid for similar positions elsewhere in the area;

Look at what you paid staff and faculty members rather than the pay schedule;

Realize that there are dangers in considering the cost of living;

Realize that a board member on a negotiation team must be cautious at all times, as a word from him can be interpreted as a board policy and that other board members can be put on the spot;

Realize that there are times when it might be advisable to hire an outside professional.

It was brought out that there are dangers in putting a dean or a department chairman on the negotiation team. The college business manager, personnel manager, and curriculum directors are likely candidates for negotiation teams.

Speakers brought out the fact that it was most important that credibility be maintained at all times and that negotiation teams should avoid making snap judgments. Instead members initially should take problems under advisement and go back to their boards for consultation.

The unions do that, it was said by those experienced in the field, and they consult with their executives or membership before making final decisions.

Bargaining Roles Listed

by Ruth Lindemann

The role of the trustees in collective bargaining must be to evolve a systematic program for negotiation.

One way to do this is to think ahead, anticipate and identify the perimeters of each issue that might arise. To consult with an expert labor attorney and seek the help of a professional negotiator while there is time to think about the matters at hand in a cool and calm way is also advisable.

Since it is the trustees who have the final responsibility for the results of a contract agreement, they must clearly take the lead in preparing an orderly and equitable negotiation. The board must provide the direction to guide the negotiating team.

The results of collective bargaining can have wide ranging results, affecting budget as well as the quality of education in the college. The board must keep in mind that it is an adversary relationship and not a "koffee-klatch."

The board and the president need to be in close contact. The president, who should be on the board team, needs to be consulted about past problems, but he or she as well as any board member should never do the negotiating. Board members and college presidents are susceptible to public pressure and lose their effectiveness at the bargaining table. Occasionally when presidents are used as negotiators, it will undermine the effectiveness of the college administrator.

The following lists briefly some of the procedures that will help the trustees to deal effectively with collective bargaining:

1. Recognize grievances and legal responsibility; grievance procedure should be studied.
2. Be familiar with terms such as: impasse mediator, arbitrator, strategies, implementation of contract. Firm language in the contract is vital.
3. Who will be included in the bargaining unit - faculty, office staff, etc.?
4. Get expert help; read information and contract procedures.
5. Pick a chief negotiator and supply that person with a policy that is set by the board.
6. Decide on the scope of the negotiations; will they include working conditions or be limited to one or two items, budget, etc.
7. The smaller the number on the negotiating team the better (each side selects the number of their team independently).
8. Regulate the progress but give the team a free hand to act out decisions previously made by the board.
9. Time scheduling for negotiations can be useful by delaying the strike to a time when it will cause the least

harm to the students.

10. Check off items; if only one party gets concession, the other party should be benefiting also.

11. The attitude of the board is vital because education is usually in the political arena; faculties have learned to use this political arena to their advantage.

12. Never pay more to end a strike than you would have paid to avert a strike; credibility is undermined when this procedure is not followed.

There is a push by the students to be a part of the negotiations. There is a growing awareness by students of their involvement in the decisions made by college administrations, and they are also concerned as consumers. If a strike occurs they, after all, are the ones who suffer most.

In case of a lengthy strike, efforts should be made to help them to enroll in neighboring colleges. But the board and administration must keep in mind that the student interest in the college is transitory and that their temporary interest must not influence decisions that will affect the college for long periods of time.

The board must also keep in mind that some colleges are picked as target areas for unionizations, strikes or other labor movements, regardless of what they do to avoid such action. A strike does not necessarily mean that there are legitimate grievances-low pay, unattractive working conditions, unreasonable demands on faculty time, etc. -rather striking seems to have become a status symbol; a means of gaining recognition.

Recently the past president of the NEA predicted a nationwide union by 1980, making possible a nationwide strike. This possibly could change the functions and development of community colleges as well as education in the whole country and have vast political implications. One ramification could mean phasing out the local board of trustees which would lack the power needed to deal with a statewide or nationwide union. With such power there will be coercion and even now coercion must be faced with a quiet, firm refusal to be coerced.

Rating System Advised For Selecting Executives

Most important to the search and selection of a new chief executive is an understanding and agreement within the board regarding the role, the duties, and responsibilities of the superintendent. Such understandings and agreement underlies an expression of the kind of person wanted for an executive position.

In practice, every chief executive's job is different, and the difference should be recognized because of differences between communities and the different parties concerned within the community college.

Some form of rating system should be used with evaluation criteria to aid in a consistent system of decision making when reviewing candidates.

A timetable should be set up, if only tentative, so that the board may make the best use of its time in this process. Haste should be avoided.

Basically, the board should be heavily involved in the search and selection of a president, if only because the board is legally the hiring authority, and should know best what the job requires.

When a board doesn't have the time or facilities to perform the job, help must be called in, usually in the form of a paid consultant. Further help may be realized in the form of special committees.

Action through committee may also be useful early on in the procedure to formulate position announcements, evaluation criteria, and a rating system for candidates, although this method may result in serious regrets for the board in the years that follow.

The job does belong to the board, and they should do it.

Alternates Suggested In Agreement Efforts

by Robert Larrance

James H. Hinson, president, DeKalb Community College, Georgia, hosted a special workshop on alternatives to collective bargaining on the final day of the convention.

Hinson stated that several years ago at an ACCT convention in Denver he had debated a union organizer who at the time was "a hard man to find." Now, with the growth of Unionism on community college campuses, Hinson still firmly believes that collective bargaining is not inevitable in all schools and speaks to that effect.

Nationwide there are 3,986 negotiated contracts with 30 states engaging in one form of bargaining or another. "Twelve states," said Hinson, "have 3,143 of the negotiated contacts." In 1970 only 58 contracts were negotiated.

"The steam roller has begun to move," said Hinson, "but it hasn't overrun all of us yet." Hinson cited some industries that flourish without unions, specifically Delta Air Lines.

Hinson characterized the current generation of trustees as the ones who must find the solutions. "We seek truth through reason," he said, "and we must be a model. If education cannot assume this posture, then who can?"

Hinson feels that collective bargaining isn't like "death and taxes - with a certain future. I'm a person who believes that with hard work people can work together."

Alternative methods to collective bargaining listed were: accept collective bargaining without counter-action," "amended agreements," "substitutes that fall short of the hard line labor approach," "transferring the matter to other powers," and "the educational team approach."

As to "accepting bargaining," Hinson advised trustees to "marshall the community against those who oppose you in bargaining matters."

"Amended agreements," hold "considerable promise," according to Hinson. The thrust of this method is to limit the agreement's scope, perhaps by keeping college policy decisions out of the matter, and obtaining a "post-agreement procedure," that protects the public through the funding process.

"Substitutions that fall short," was termed "a slow down procedure." The idea here is to use meetings and conferences as a prelude to ultimate collective bargaining.

"Transferring the authority to another power," was termed "the surrender approach," that Hinson feels arises from the belief that statewide bargaining may be more successful than local decision making. Hinson expressed fear that this method reduces the importance of local boards.

"The educational team approach is what I believe to be possible if you're in one of those places that still has time," stated Hinson. However, this method requires respect for different college groups and faculty work in student affairs.

Hinson sees the final method as the best in accordance with what education should be. "Collective bargaining is alien to what we talk about as being the best in education (i.e. individual attention)," he said. "Education is a different type of enterprise."

Citing the problems of collective bargaining, Hinson described the tendency "not to stop, and all to fall before it."

Questioning the reasons behind unions, he said, "what have we done that causes people to organize to bring us into submission? They're just trading one master for another."

Hinson described the "ultimate picture" of unionism - "violence of picket lines and another task master for teachers, not initially dedicated interests of education."

Discussing DeKalb, Hinson lauded "frank discussions for all college groups," as one way to avoid bargaining. In addition, at budget making time all parties are

asked what they'll need for the next year, and when the resources are divided, the discussions beforehand lead to sharing. Input is stressed at DeKalb.

"The key," said Hinson, "is to be sincere and honest and to ask for input."

Questioning of the speaker raised the idea of the college president's role in bargaining. "The president cannot be the darling of the board," said Hinson. "He must play the middleman role."

On the question of secrecy in negotiations, Hinson stressed the importance of open meetings and pre-established routes of information to meetings.

Although James Hinson feels that unions may be useful if they avoid abuses of power, he still feels that there is a way for community colleges without them.

Palo Alto Retirement Plan Brings Savings

"We're not trying to get rid of deadwood." These were the words of Harold T. Santee at the opening of the Early Retirement Incentive Program workshop. Santee, superintendent of Palo Alto Unified School District, Palo Alto, California, explained the early retirement incentive program that is being operated in Palo Alto.

After ten years of full-time satisfactory service in the Palo Alto Unified School District and reaching the ago of 50, an employee is eligible for this program. Persons opting for this program are required to serve 30 school days each year at activities or services and at times established by the district in consultation with the employee.

Persons in this program are assured of annual renewal for the full length of the option selected or age 65, whichever comes first. They no longer are regular employees of the district. The maximum allowable earnings for a retired employee is $4,000.

The district provides fringe benefits while the employee participates in the program which keeps "new blood" steadily flowing into the district. Senior teachers have spare time and teach part-time.

The Palo Alto program has been renewed for another year after saving the district $16,000. But the program directors are quick to admit this year's surplus may be next year's deficit.

Citizen Involvement Seen Adding Many Benefits

by Ruth Lindemann

From the first few statements of the panel and those in attendance it was concluded that community involvement is necessary and desirable. The meeting room, lined with posters listing the countless concerns of those involved with the community college from student to trustee seemed to bulge with the ideas presented for furthering that involvement.

The least of the problems is getting people involved in starting a new institution. While the feeling crisis exists and the community is in the throes of building a brand new, much needed facility, community support and interest are high. The real danger comes when the crisis is over, the buildings are up, and the school is functioning. The community has a tendency to sit back and lose interest, it was pointed out.

The community college is visible and vulnerable, more so than the four-year school with its closed and often inaccessible campus, to critical evaluation and must strive to meet the needs of the community and to involve the community in meeting the needs of the college.

The administration needs flexible guidelines to decide what the school is going to do and for whom and how it will be done. Flexibility is necessary, because the education process should be oriented to the community whichit serves and change with the changing needs of the community. Wide community representation is necessary to establish realistic guidelines.

The president's role is a key to community relations. The office should not feel threatened by board or community pressure,

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and the president must be willing to guide not dictate.

When a college administration is sensitive to community needs and sincere in its objectives, the community will respond with support

When contact is lost with the community, individuals feel alienated. They feel shut out of the decision making process, and the college loses support. Poeple need to feel that their ideas and suggestions are being considered and accepted. A very important point is to find a way for complaints to be voiced. The workshop brought out that it is vital to involve not only supporters but those with negative feelings and to give them opportunities to be involved in a constructive manner.

Wallace Ollila, Jackson, Michigan Community College, reviews values of Senior Citizen programs at Portland, Oregon, Convention.

Senior Citizens Seek Improvement

by Ruth Lindemann

Interview: Wallace Ollila, Dean of Community Services, Jackson Community College, Jackson, Mich.

Mr. Wallace Ollila, one of the panel members for the workshop on "Programs for the Senior Citizen," said that a growing number of persons of retirement age are taking classes at community colleges.

"Jobs are not the only objective of people who attend school," Ollila explained. The reasons that many senior citizens enroll in college differ from those of younger, job oriented persons. Older persons are seeking to upgrade their lives by exposing themselves to enriching cultural experiences and acquiring skills to cope with a swiftly changing society.

"In reaching out to the senior citizen the community college fulfills its objective to provide education for the total community," Ollila said.

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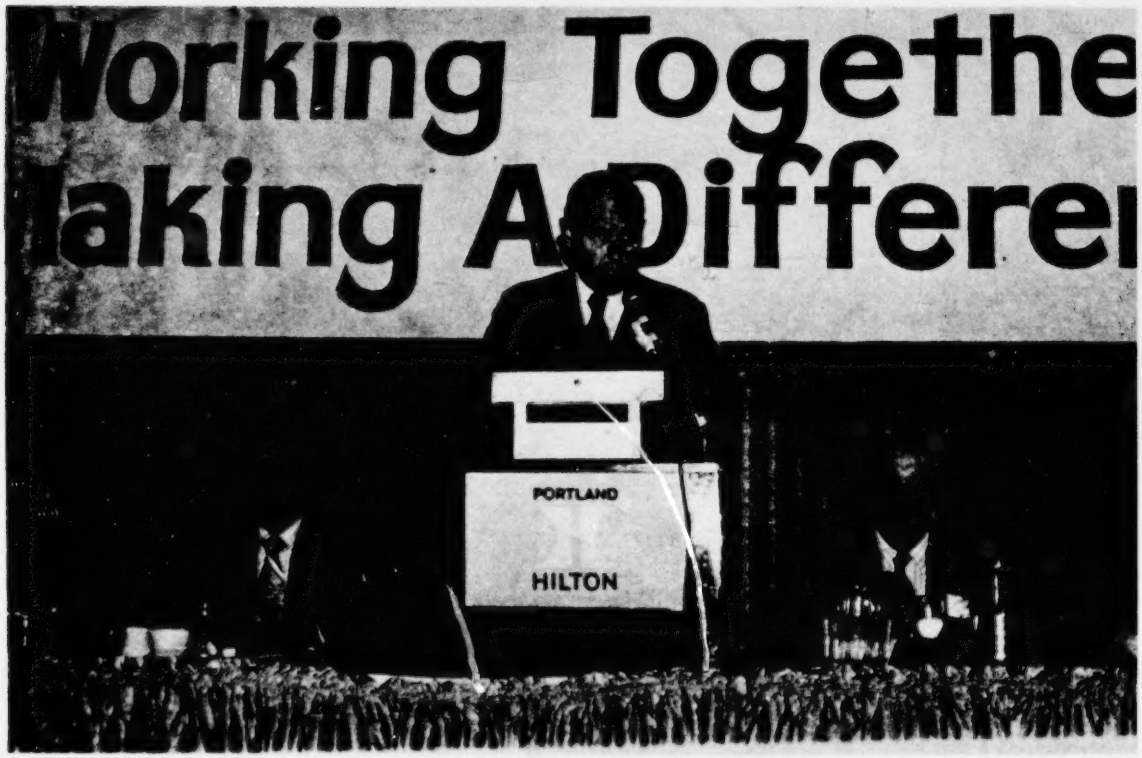

Oregon Governor Lauds Community Colleges

Tom McCall, Oregon's popular and widely quoted governor, credited Community Colleges with making an unparalleled contribution since the beginning of free education when he spoke at the fifth annual Association of Community College Trustees Convention banquet in Portland. He warned, however, that collective bargaining is coming and that public employees, including teachers cannot be held in second class citizenship.

"The community colleges of this country have made a contribution unparalleled since the institution of free education," Governor Tom McCall, chief executive of the state of Oregon told members of the Association of Community College Trustees.

The governor of Oregon, known across the nation for his frankness, to tell it like it is and to support the principle of the people's right to know, was high in his praise for the community college movement in his main address to the delegates at the banquet, featuring the convention in Portland.

The governor stressed the principle of keeping meetings of trustees and school boards, as well as other public groups, open to the public, warned that collective bargaining is certain to expand, and in a mild manner defended the bargaining principle.

"Even though it's now a buyer's market with respect to hiring teachers, the really good ones will not long suffer low pay and insensitive treatment," he said, "in the long run it is our children, the students, who pay the biggest price."

Governor McCall defended collective bargaining as a creation of a situation in which two sides can discuss and iron out their grievances and in which compromise can be reached.

He told his audience that packed the ballroom at the Portland hotel that it was at his urging that the 1973 Oregon legislature adopted an act guaranteeing the right of public employees to bargain and, for almost all classes of employees, the right to

strike.

"Even if legislatures deny the right of civil servants to bargain collectively and to strike, I think that some day the courts will insist the public employees - just like women - cannot be discriminated against," he continued. "They cannot be held in permanent second class citizenship."

"When you come down to it, you have to recognize that teachers aren't overpaid. And there is more of a possibility that they will be underpaid if they are denied the right to bargain."

Local control of community colleges was supported by Governor McCall, and he added that there was strength in the community college movement in having financial support flowing to at least some extent from local property taxes.

"It is my own feeling that community college trustees ought to be locally elected," Governor McCall continued. "I know of at least one state where they are appointed by the governor. Community colleges -- and all other schools -- need some guidelines from the legislature and some uniform regulations from the state board of education, but it always has been my opinion that the people of the community know more about what they want and how they want to get it than anybody sitting in a state capitol."

Oregonians also reject "big-brotherism" the governor added. "Our legislature and state board of education actively pursue the notion that they must keep their hands off the local schools as much as possible. The legislature has even adopted a statement that encourages local initiative and guarantees local latitude."

"And insofar as possible, we also try to keep the biggest brother -- the federal government -- out of the management act. Let the government provide financial support and grants for specific worthwhile projects, but it must not be allowed to assume regulatory authority beyond asking for an accounting of whether the money went for its intended purpose."

Another issue before the state of Oregon, according to Governor McCall, is whether students ought to be represented on state boards of education or higher education.

"Oregon hasn't totally resolved it, but we have leaned pretty far forward."

In trying to add students to your board, you will almost invariably be confronted with the notion that if the students are represented, then the faculty also must be, he continued, but added that that doesn't necessarily follow, saying that faculty members provide the services; they are not the consumers of it.

"By putting students on our state boards and coordinating councils, we simply are recognizing the right of consumers to be represented."

The governor said that he could imagine few circumstances in which a school board should close its doors to the public.

"If the people are convinced that its right to know is protected, you will have their confidence," he said. "Just one secret meeting on a matter that is obviously of public interest can destroy in a minute what it took years to build."

Governor McCall lauded the particular strength of community colleges across the nation and because they are tailorable. If there is a shortage of skilled workers in a particular field, a community college can gear up right now to provide the required training.

"But whatever you do toward resolving the problem of making accessible all the education Americans are entitled to, please don't forget the value of requiring your students to contribute toward tuition. When students are seeking education beyond what's guaranteed, it's important that they make an investment in the success of the schools they attend," the governor continued. "Even a small investment enhances their interest and lets them have a real stake in society's efforts to provide individuals with the tools for personal achievement."

"I say this even though my gut inclination favors a basic education entitlement of K through 14."

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Collective Bargaining Seen Expanding

by Ruth Lindemann

Collective bargaining laws are not in force in at least 20 states, and the trend is rising. These laws require union recognition and negotiation with a duly elected body. Delays are useful for the board of trustees, but unions usually push for elections to avoid delays.

Once negotiations have been agreed upon, the union will generally comply with employer preference as to whom and what areas will be included in the collective bargaining unit.

After a chief negotiator has been selected, that person should do the talking; the seconds should serve to evaluate reactions of the opposing negotiation team.

Compulsory arbitration can be used as a union tool to discredit the administration by making claims that it is the union which is concerned with continuing education for the students and it is the board and administration who are balking unnecessarily at terms. The board which is responsible to the taxpayers and the students, is made to look irresponsible in the eyes of the public.

Sometimes the effectiveness of the board is undermined by teacher members who reveal board strategy to the unions. It is imperative that the board be composed of persons who do not serve private interests. "Teachers unions, despite claims of 'striking for better education' are only concerned with what can be gained for the members," Potter warned.

The public must be alerted to union strategy that seeks to undermine public confidence in the board.

It is best for the board facing collective bargaining, and every school board is predicted to be meeting that issue in the future, to retain an attorney who is a specialist in labor law and experienced in representing public employers.

Information on virtually any subject pertaining to Community Colleges could be obtained at the Portland, Oregon, Convention.

Regional Approach Aids Financing

N. Dean Evans Interview

Because of the high cost of most technical programs which are the backbone of the community college program the regional

approach has been found effective in some states, especially those with high population density.

Cooperation in regionalizing expensive programs has been successful in the New Jersey area where Evans is employed. He explained that students of one district who wish to take a course which is being taught in a neighboring district but not in their own are allowed to attend the neighboring school on what is called a chargeback system. A reciprocal certificate is given to the student which makes him eligible to attend the out-of-district school at in-district costs to the student.

Evans was full of praise for ACCT, which has done much to educate trustees and familiarize them with legislative channels, acts as a lobby for legislation sympathetic towards community colleges, and in general helps trustees to fulfill their roles as direct representatives of the taxpayers.

The trustees for a college should be very careful to select a president who will serve them and the students well, was one of the suggestions that N. Dean Evans, president of New Jersey Community College, made while discussing the relationship that exists between the board and the college administrator. That relationship determines the policy of the administration for operation of the college and the role of the president.

The trustees and college president should agree from the start on the extent of the job and formulate a hiring policy that is acceptable to all. Once these factors have been worked out and clearly understood, Evans advised that the board should allow the president to select the faculty because it is the president who takes responsibility for the educational program of the school.

Naturally there should also be agreement on salary schedules. Evans pointed out that this policy would vary from state to state because these schedules depend on the pattern of state funding, amount of campuses covered by the college, and the hours of work required of each employee. The trend, foreseen by Evans, is toward more centralization of education boards.

"Contrary to common belief, broader based taxes do not necessarily mean loss of local control," Evans added. However, because of the much improved methods of communication and transportation, it is becoming easier and sometimes more efficient for fewer people to serve larger and larger areas.

In most states there is mutual recognition of state and local control and this is vital to keep the system in balance.

Identifying Community Needs Vit

by Susan Hines

In the workshop on "Community Needs - How Do We Identify Them," the president of Florida Junior College, Ben Wygal said that the leadership of the college has "realized the significance of developing a sensitive and listening ear to the community needs as an essential aspect of program development."

In addition to first hand information, FJC uses inquiries from potential students, close communication with community agencies, lay advisory committees, and a variety of surveys to develop a sensitive ear to community needs. But, according to Wygal, the most valuable tool of all has been a community needs assessment, which FJC took last fall.

He compared the process of taking the assessment with fishing. A person can fish without really knowing anything about the different kinds of fish. With a community college, there is a definite need to study the population, to see what the community college needs are, and how the public perceives the community college.

In explaining the steps FJC took in taking the needs assessment, Wygal said that the school developed the survey instrument, employed personnel, printed survey materials, took the sample, and then analyzed the contents.

Students were used to conduct 867 interviews with members of the community. The questionnaire used had 77 questions which the people rarely refused to answer.

FJC found, by means of this survey, that the people wanted more vocational education which has since been expanded at the college.

It was also discovered that only five to six percent felt FJC has discriminatory policies. He stated that with the black students who had actually gone to FJC, this figure "went down to nil."

One of the questions dealt with how much the community actually knew about FJC. The results indicated that about 70 to 80 percent had sufficient knowledge of the college.

The needs assessment, which cost about $20,000 to conduct, saved FJC money used in advertising by discovering that a large percentage of the people would send for a catalog if they were interested in classes. Wygal explained they had spent a great deal of money on newspaper ads in the past.

Among the advantages of the assessment is the fact that it generated more enthusiasm within the community, thus making it a good public relations move.

In response to the questionnaires, FJC has increased the number of off-campus centers, completed a women's center, and added 15 new training programs. Wygal added that Florida Junior College is pleased with the 18 percent increase in FTE which is possibly the result of listening more closely to the community.

Hot Topics Here to Stay

by Barbara McDonald

The workshop "Brainstorming Hot Topics" pitted the expertise of two college presidents and two trustees against the special problems confronting community college management and was, in the words of chairperson Lyle D. Perrigo, trustee, Columbia Basin Community College, Pasco, Washington, "an experiment in feed-out and feedback of ideas."

Topics for discussion ran the gamut of trusteeship headaches, covering management and public relations, service and community problems, funding, and unions.

The "cutest" problem, "the effects of the pill," quickly became a run-of-the-mill item when it was revealed the underlying issue was empty seats in the classroom.

Declining enrollment due to declining birth rates, absence of the draft, mobility of youth, and choice of delaying post-high school education were determined to be the chief causes of under-populated classroom situation.

Pedestrian corrective measures included suggestions to vary programs and enrollment techniques to appeal to minorities, older women, handicapped, and those persons forced into unemployment by advancing technology. One way suggested that if all other measures failed, colleges could consider furnishing gynecology consultants to local high schools.

The hottest topic by far was that of tenure. Chairperson Perrigo defined it as the "means by which a person is given, more or less, a permanent position."

Faculty productivity is at the very heart of the tenure issue. Trustee John Slater of Florida suggested that much underproductivity "might be the result of simple mental fatigue, wherein a teacher falls into the habit of using the same old notes and teaching the same old way year after year. Faculty must be kept fresh in thinking."

Such staleness of mind might be corrected, said Annabelle Gay, trustee, Harford Community College, Bel Air, Maryland, "by in-service training and an inter-college faculty exchange program."

Improvements in tenure policy might begin with a ruling similar to that of North Carolina which demands "a review of faculty tenure every four years," said Raymond Stone, president, Sandhills Community College, Southern Pines, North Carolina.

"...or by allowing only a certain ratio of tenured personnel, as is the custom in Maryland," added Miss Gay.

A statement from the floor noted that many administrators have a buy-off system through which the teacher is given employment for tne summer, to allow time to find other employment.

A Seattle, Washington, representative questioned the buy-off as quasi-retirement programs rather than the more desirable firing of an undesirable teacher.

An undesignated speaker noted that in some

areas tenure only gives the right to a hearing to the person who has been fired, which was looked upon by the delegates as a utopian situation, unattainable by the majority of union-plagued states.

Chairperson Perrigo suggested a beneficial change in tenure policies could be borrowed from the productivity lay-off procedure used in industry.

"If business experiences a turndown in profits, layoffs begin with the least productive; a continuing wage is paid for a length of time, the amount to be determined by years of service," said Perrigo.

A Michigan spokesman disagreed that such policy would be acceptable. "Tenure is now directly associated with firing. Teaching staffs are becoming highly unionized and seniority, not productivity, is the cornerstone of the union contract," he said. He also warned administrations that all control of faculty can be lost if the catch phrase "academic freedom" finds its way into the master contract.

A final warning on tenure policies came from a Wisconsin delegate who noted that "when a teacher is not doing his job it is one hell of a job to get him out." He noted that one failure of administration is the lack of development of an adequate record system to show that a teacher is not acceptable.

The Bismarck Junior College representative submitted the suggestion that the best way to approach the tenure problem was to appeal to the professionalism of teachers by pointing out to them that tenure protects only the poor teacher, thereby putting more pressure for tenure control on the people who will benefit and suffer from capricious laws.

In-put On Management And Funding

Maryland -

The age seems to have brought with it the question of who is managing whom. Students demand the right to say what and how they will be taught; faculty and administration have their say, also.

North Carolina -

Policy division boils down to delegation of responsibility - trustees in charge of what to teach, president in charge of decisions on how to teach.

Maryland -

Government has put so many strings on grants that the paperwork often negates the help originally gained.

California -

Look less to government funding to avoid strings on policy and curriculum.

North Carolina -

Government has purchased with taxpayers money what the Constitution denied it.

Florida -

It is the board's job to work with the president and faculty to serve the students. The best way is to get as much feedback from all areas as possible. Lean on all groups to extract their best. Strive for "laying it on the table."

Washington -

Live with the trend rather than trying to reverse it. Work with what is here rather than how to get rid of it.

No Bargaining D'Etente Offered

by Barbara McDonald

"Negotiations of faculty contracts have been submerged in the whereas-whereas mentality...we have let unions take over to replace gentlemenly agreements...grievance procedures no longer hinge on good common sense but on whether the cause is legally right...the bargaining table has become a sounding board for nuisance matters promoted by militant factions of the faculty bargaining board, while the faculty at large seldom knows strategies being used or conditions being asked on their behalf," said Charles Green, President, Muskegon Community College, Muskegon, Michigan, beginning his discussion on the problems of faculty-management negotiations.

What has brought on this state of affairs?

Most of the faculty members of community colleges came from the ranks of secondary schools. Most have migrated to the com-

munity college scene to escape the maternal/paternal overseer role they were burdoned with at the lower level of education. Against this historical background has emerged the present day community college faculty, hungry for community appreciation.

"Status, rather than need or greed, is the foremost reason for unionization, "Green said. "Organization brings legal recognition, a legal security, which gives to many people a sense of contentment," he said.

Faculty negotiators bargain for benefits which often bring about undesirable institutional changes, unapproved by their own members.

Management suffers from the "past practice syndrome." They come away from the bargaining table with agreements they think are covered by unwritten laws, only to find out they have given away their right to control their schools' destinies because terms were not spelled out in master contracts.

Always a point of contention in negotiations is the granting of sabbaticals which, under normal procedure, "demands that the leave have some advantage for the college," Green said. For the board to grant a paid leave of absence that will return no productive intelligence to the school or its students is, in Green's works, "a support of rape of public funds."

Despite past practice, unions continue to battle for unproductive sabbaticals.

Collective bargaining leaders do not want to consider both sides of proportional bargaining. They demand an increase in pay for teachers who must carry an increase in class hours but do not want to reduce pay for teachers who have reduced class hours.

Negotiation is a trade-off system. Many fail to grasp this point. They consider the bargaining table a demand post.

How do you contend with unrealistic bargaining agents? Find out what the opposition is doing, then prepare your defenses.

For those with doubts about the intentions or methodology of faculty bargaining leaders, a collective bargaining strategy paper, illustrating faculty negotiators teqhniques and goals is available on request from Green's office.

Oliven Speaks On Doomsday

Luncheon Address: Doomsday - 1980
Dr. Mel Oliven, Instructor and
Scientist, Kirkwood Community College,
Cedar Rapids, Iowa

by Ruth Lindemann

Dr. Mel Oliven cited the Biblical admonition to be "fruitful and multiply and to subdue the earth," as the root of world problems today. The literal interpretations of those lines from Genesis are still being used to fight birth control and measures to conserve precious resources and cut down on pollution.

Besides all the old problems of civilization, a new situation which has the ability to destroy all life on earth now faces Mankind, he warned.

"Man is only on the edge of just having broken with the past. Only now is there a world civilization and the chance for a world war is a real one." Dr. Oliven said. He went on to explain that problems with the environment are due to "expediential growth." A sudden, uncontrollable growth in population due to advanced technological and medical advancements that prolong life and have reduced infant mortality to a point where it is no longer necessary for a couple to have eight or more children to insure that at least two will survive to support them in their old age.

Cultural traditions die slowly and are often intermingled with religious beliefs, hindering all birth programs and nullifying almost all efforts made in that direction.

The problem of birth rate overtaking the earth's resources is not limited to underdeveloped countries. In fact, in the United States it is even more of a problem, although the birth rate has been declining in recent years. The U.S. accounts for 16% of the world's population but uses more than 50% of the world's resources. Most of these vital resources are in the hands of nations who are becoming more and more reluctant to help the United

States sustain its high standard of living.

According to the National Resources Council 11 resources are all that will be available by the year 2000. Even now, the world's grain reserve is a dangerously low 29 days at this time, he said.

Less than 100 years ago most of the people in the world were involved in agritulture, now only six per cent of the world population is involved in producing food. The rapid changes that have occurred in such a short time need drastic action, and the methods of the past must be re-evaluated and brought up to date.

To illustrate this point, Dr. Oliven explained that as little as 150 years ago there were only five scientific journals printed a year; now each year there are billions of pages printed in the scientific field alone. By the time a child born today reaches 65 yearsof age, 97% of all the knowledge in the world will have been accumulated in those years. Science alone cannot solve the world's problems or stem the tide of population that threatens to engulf us within our lifetime.

"Communism, Socialism, or Democracy are not capable of dealing with the problems of the environment. Nations must restructure themselves; we must have internationalism. To survive, people must submit to reduction of lifestyles and a curtailment of freedom.

Population is only one problem for the environment. There are five variables interlocked in the environmental problem. They are:

1. Population-limiting growth despite cultural blocks.

2. Food-increase per capita output to alleviate the critical shortage.

3. Industrial output - balance amounts to keep down unemployment.

4. Non-renewable resources - calculate use and re-use to ensure supply.

5. Pollution - enforce necessary controls to insure the quality of life.

Wrong attitudes by world leaders toward solving these critical problems are causing much harm, he said.

In a March 29,1974, speech Pope Paul urged the world to be more concerned with sharing than with curbing population.

Soviet and Red Chinese leaders cite population control as an imperialistic,selfish policy.

Many responsible people are confident that science will solve the problem. "The Life Boat Ethic" is discounted as an answer by Dr. Oliven. The idea that we can isolate ourselves from the rest of the world is unrealistic. When the people of other lands become hungry enough they will use force to get their share. It must be taken into consideration that several of the developing nations, such as India, now have atomic energy and presumably weapons. Power is becoming more equally divided among nations.

Dr. Oliven's advice to the gathered trustees was to be aware of the problems and to make sure that colleges teach awareness of future problems. Colleges must provide students with the formal tools to deal with the uncertainty of an ever changing, complex system and to solve problems when they have only partial information. It is of vital importance to hire administrators with a view to the future who imbue the faculty and students with the knowledge that current actions have long term consequences and who acknowledge life in a finite world.

Dr. Oliven recommended the following shifts in education as:

1. Imbue students with the recognition that the future can be deliberately created. It need not be just passively experienced.

2. Provide students with an intuitive appreciation for the causes and the consequences, the costs, and the benefits of material growth and social change.

3. Provide formal, methodological tools for making useful statements about the future condequences and current actions.

4. Teach how complex systems change over time. The social sciences deal primarily with static systems at equilibrium. The important real world problems are associated with physical and social systems that

re always in disequilibrium.

. Convey the notion of uncertainty and each the best use of partial information.

. Provide skills in the design of experients to gather more information and teach echniques for analyzing data in order to dentify causal relationships.

. Introduce the time dimension explictly. Current actions have long-term conequences. Students should be trained to nderstand those distant results. They hould be given the ethical foundation reuired when contemplating an action that s beneficial in the short run but whose osts must be borne by those incoming enerations.

. Acknowledge explicitly that man is estined to live in a finite world that ill always impose some constraints on the ange of options. The image of a future topia must be replaced with a vision of limited world filled with difficult rade-offs. Students should learn to ake choices that inevitably involve ompromise.

. Describe the behavior of real world rganizations. Without a realistic underanding of the motivations and the leerage points in industrial and political ureaucracies, our students will inescapbly be frustrated at their inability to ring about desirable changes in the rganizations that govern so much of odern life.

0. Teach the concept of goals that adapt lowly over time in response to new inormation.

r. Oliven closed his speech with a quotaion from the renowned economist Robert . Heilbroner: "The human prospect is not n inevitable death sentence, but a ontingent life sentence.

an's Promethean spirit is not easily curbd, and man is tempted to follow through n the Greek Drama he sees himself acting ut. What is needed to survive is the pirit to live portrayed by the Greek egend of Atlas."

Report Marks ACCT Growth

The Association of Community College Trustees has come a long way since those struggling days in the early 1970's, the report of officers to the trustees and others from across the nation and Canada at the annual convention in Portland, Oregon, in September revealed.

The organization has market growth across the nation, said B.A. "Bud" Jensen retiring president, and we have good assets."

"However, our greatest assets are in the many dedicated trustees and other workers in the community college movement," said the retiring president from Cedar Rapids, Iowa, representing the Kirkwood Community College.

Citing the growth of the colleges, Jensen said the number one goal is to be a majority group, but even now the association is a potent political force.

And the financial condition of ACCT is considerably improved from those struggling days when a loan of $1,350 and a few voluntary contributions started the organization off into what has been described as a strong sounding board and spokesman for the growing community college movement.

The organization has $70,000 in treasury notes and $18,000 in savings banks, Frank Hancock, secretary-treasurer, reported. The budget has grown from the original $78,000 to an anticipated $167,000 for the upcoming year, the secretary-treasurer from Palatka, Florida and a representative of the St. Johns River College reported.

In less than three years ACCT went from a deficit of $6,300 in a year's operation to a substantial balance on hand, his report showed.

An increase in the dues structure for colleges is in the planning, according to Hancock.

Jensen indicated satisfaction with the progress of the association, saying that it was on a sound foundation as proven in its first few years and that the community college programs apparently are right and proper because "the four year colleges are beginning to emulate those programs that they formerly looked down on.

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Marie Martin Cites CC Legislation

by Ruth Lindemann

Dr. Marie Martin, director of the Community College Coordinating Unit of Health, Education, and Welfare department (HEW) finds her job on the staff of the deputy commissioner of secondary education both exciting and rewarding, she said while attending the Association of Community College Trustees convention in Portland.

Legislation vital to Community Colleges is outlined by Dr. Marie Martin, Director of the Community College Unit of Health, Education and Welfare, in an interview with Ruth Lindemann, Portland Community College Journalism student.

Her office analyzes and interprets all legislation which affects community colleges and has direct connections to college presidents and student aid officials. She is the liaison with all federal funding agencies for two-year institutions under the Higher Education act recently passed by congress. Under Title III which deals with developing institutions, community colleges and two-year secondary schools will be elibible to receive 24% of the $5 billion allocated for education.

The rising age of students in community colleges (the national average sets student age at 28) calls for revision of programming and teaching techniques, she said. Dr. Martin pointed out that the wide variance in ages makes for special problems in the classroom, lecture type of teaching.

More modular scheduling is being initiated to help solve these individual problems.

After 16 years as dean of a community college in California, Dr. Martin went to Washington, D.C. in February of 1971. She finds her work and the future of community colleges to be exciting and challenging.

There are ten community college regions in the U.S. and funds for vocational education are distributed on a regional formula. Communities compete for funds for vocational education by presenting problems to each state agency in which the community is located.

Martin, who has a doctorate from the University of Southern California in administration and a master's degree in counseling, explained that curriculum standards for each school are set within the state. The only federal requirement for funds that the school must conform to is Title IX of the HEA, which sets guidelines for dealing with discrimination of minorities and the Equal Opportunities Act.

Resolutions Adopted

Keeping community college tuitions at the lowest possible level, opposition to the federal or state governments imposing collective bargaining laws on the public sector of higher education and efforts to keep authority and control of college salaries at the local board level were among the seven resolutions adopted unanimously at the recent Portland, Oregon convention of the Association of Community College Trustees.

The suggested resolutions came out of a series of three seminars in the spring of 1974.

Also included in the resolutions was one calling on the federal and various state governments and all agencies regulating higher education to resist efforts of four-year colleges and universities in duplicating two-year A.A. degree type or vocational/technical programs normally found in two-year post secondary institutions.

An effort was made, but failed, to receive convention support that community colleges across the nation waive tuition fees to senior citizens attending classes.

The resolutions adopted at the closing business session of ACCT were:

1) Resolved that:
Governing boards of public community colleges and technical institutes reaffirm their support of the concept of maintaining little or no tuition in their institutions. Universal access to the public two-year postsecondary education institutions can be achieved only by keeping tuitions low, if any is charged.

2) Resolved that:
State-wide salary schedules not be adopted in the various states. Authority and control of salaries should remain or be placed at the local board level.

3) Resolved that:
The Federal Government refrain from imposing collective bargaining laws on the public sector of higher education.

4) Resolved that:
The various states refrain from imposing collective bargaining laws on the public sector of higher education.

5) Resolved that:
In order to improve and to better insure accountability, the states are encouraged to elimiñate tenure. Quality instruction can better be maintained through periodic evaluation backed up by laws governing due process.

6) Resolved that:
The Federal Government earmark some funds for postsecondary education in the form of instructional aid. Such aid to be used at the discretion of the governing board as to how best improve the educational program.

7) Resolved that:
The Federal Government, the various state governments and all agencies regulating higher education to resist the efforts of four year colleges and universities in duplicating two-year A.A. Degree type or vocational/technical programs normally found in two-year public postsecondary institutions.

8) Resolved that:
The ACCT Board of a committee thereof organize and coordinate bicentennial community college national federal legislation emphasizing those educational delivery systems and styles comprehensive community colleges and technical institutes best utilize.

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Portland Convention Called Success

Apparently the annual convention of the Association of Community College Trustees in Portland September 26 to 28, was to the liking of the record number of delegates and others attending the three-day session.

A "roving opinionator" had been named to contact delegates for their reactions to the convention in order to plan for future sessions and to hear complaints.

"The only things that I have heard have been favorable comments about the convention," the "roving opinionator" Robert (Bob) A. Davidson, trustee of the Kirkwood Community College in Cedar Rapids, Iowa, said in his only report to the convention. He virtually pleaded for unfavorable comments, critique, suggestions, and ideas in order to make next year's convention even better.

There were generally favorable comments regarding the handling of the Portland convention, despite the fact that it was the largest in the history of the organization.

The 1,100 plus persons attending were 200 more than attended last year and more than had been anticipated this year.

Delegates and those interested in the community college movement came from all corners of the nation and even from Canada. There were large groups from several eastern states, with North Carolina and Michigan claiming honors for those with large delegations.

A check of the registration list the last day of the convention showed delegates from the following states: North Carolina, Illinois, Maryland, Wisconsin, Pennsylvania, New Jersey, Iowa, California, Ohio, Michigan, Florida, Oregon, New York, Missouri, Oklahoma, Wyoming, Washington, North Dakota, Kansas, Mississippi, Texas, Indiana, Georgia, Idaho, Colorado, Montana, Nebraska, Nevada, Louisiana, Massachusetts, and the District of Columbia.

Miami Chosen For 1975

Miami, Florida was chosen for the 1975 convention of the Association of Community College Trustees. The annual gathering of the trustees of the rapidly increasing community colleges will be the sixth since the organization came into existence at an educational gathering in Portland, Oregon, the site of the fifth annual meeting. The Miami convention has been dated for October 2, 3 and 4.

Leaders in the Community College movement who had not seen each other in a year jovially exchanged greetings at the ACCT Convention.

Collective Bargaining Procedures Explained

by Robert Larrance

Prior to the final sessions of the convention "Sharpening the Tools of Boardmanship", George E. Potter, Jackson Community College, Michigan, and George Rodda, Jr., Coast Community College, California, answered a series of questions before the trustees assembled at breakfast.

The "talk show" dealt with collective bargaining matters.

In answering the first question which dealt with the implications of a union member serving on a board, Rodda said, "No man can serve two masters." It was pointed out that the union may, in this case, find out many "secrets" and that the question may be an interesting problem for the courts.

Potter replied, "There are serious implications as far as I am concerned." He pointed to the case of Michigan where teachers have spent thousands of dollars to put their colleagues on boards. "Suddenly the board had a direct pipeline to the union during negotiations," he observed, reminding the trustees that faculty executive meetings are not public.

Potter pointed to the definite conflict of interests that arises if a union member sits on a local board.

The next question dealt with the notion that collective bargaining is sweeping the country to which Potter replied, "Even in Michigan where our act is nine years old we still have four community colleges not organized." It was observed that one way to avoid collective bargaining is better pay and treatment for faculty.

The matter of federal bargaining laws was scrutinized next. Rodda commented, "Everyone in the public sector will have the ability to negotiate for benefits."

Potter agreed, saying, "I think that it will cover everyone."

Rodda added, "It will happen much quicker than the five years many predict."

Rodda sounded the final warning, saying that of the many states now using bargaining procedures, "A lot of boards thought that it couldn't happen here."

Funding Through Foundations Examined

by Ruth Lindemann

The problems that beset community colleges with raising funds is that the trustee cannot be its source of funds as it is often the case in private colleges. Yet foundations which are the main source of funds other than government, often base their funding on how much is contributed by the board of an institution, or how effective that board is in raising money for that school.

Although the president of the college often is the pivotal figure in a college, the trustees must be qualified to serve in the capacity of guiding foundation contributions into the school.

Funding by foundations gives a college a broader community base, relieving the board of trustees of some responsibility and widens the ties of the college with the community it serves. Direct gifts by individuals also can be a link with the community but only on a limited basis. Alumni are often the source of such funds.

Another source of funds can come from a business with vested interests in the education program of the college. An example was given of the North Carolina Textile Industry which appropriates funds for vocational education in that state. A warning was issued by the members of the panel that whenever funds are received from a private party it is well to have the transaction handled by an expert legal counsel in the field of dealing with such funding and who can give guidance to the donor as well as the receiving institution about the legality of conditions under which the funds may be given or used.

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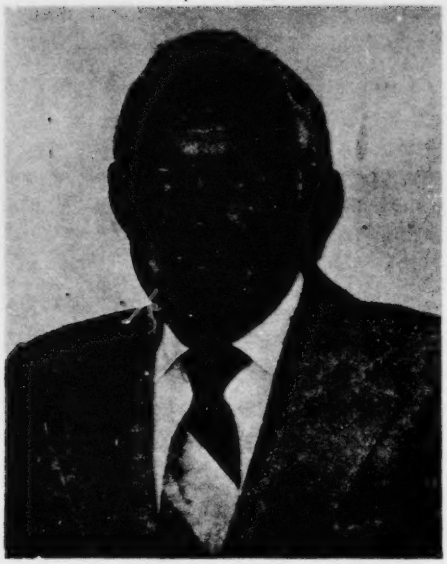

George Fellows, new president of ACCT, tells of goals sought in coming year.

Fellows To Head ACCT

A better understanding and greater cooperation between the Association of Community College Trustees and the American Association for Junior Colleges, a code of ethics for trustees, and better communications among those involved in the community college movement are the goals of new ACCT President George Fellows.

The man from Clarkston, Georgia, who has been on the ACCT board since its inception and is a 12-year veteran on the DeKalb Community College board, was obviously moved by his elevation to the top association position from that of first vice president.

"This is the greatest thing that ever happened to me," he said.

He has some definite ideas on operation of the association, his comments to reporters revealed.

"We need a code of ethics for trustees, definitely defining where their responsibilities are," he said. To be successful there must be a definite understanding of the separate roles of the trustees and the administrators in constantly increasing and growing community colleges. Administrators must be permitted to manage college programs. In that way we will have a better system."

"So many trustees and others forget their primary roles in the educational system," he said.

There were several matters the new ACCT president indicated he will try to put into the program in the coming year.

"First of all, we must think of the educational program as a common denominator for all of us who profess an interest in the community college and other educational movements," Fellows said.

"We must orient outselves to present conditions," he continued. "Changes in education are coming at a rapid rate. People must change their attitudes to keep abreast of the educational changes that have been made, will continue to be made, and should be made. We must find more economical means of transferring knowledge by the use of TV, tapes, laboratories, on-the-job training, and other means."

He said he will endeavor to stimulate more trustee involvement in the programs of the association.

"This will call for opening more lines of communication," he added.

A better understanding between the two organizations concerned with the two-year colleges are on the new president's agenda.

"There definitely are places in our present system for both the Association of Community College Trustees and the American Association of Community and Junior Colleges," he said.

"However, both organizations must remember that the concern for the welfare of the student should be a primary interest," he continued.

In addition to his services with the community college program of Georgia, Fellows is active in other public service projects in his state. These include the Stone Mountain Scenic Railroad, Inc., which operates an old steam locomotive and passenger cars at historic Stone Mountain east of Atlanta. He is chairman of the organization's executive committee.

Fellows heads the sales office in his area for the New York firm of Fritzsche, Dodge & Olcott.

Skills and Training Boost Production

Call it vocational training, career education, or whatever one may want, training in the skill fields in the world of work are paying off in profit and production in the middle west, reports at the career workshop at the Portland, Oregon, ACCT convention indicated.

In a Hastings, Nebraska technical college, 866 students were graduated in the field of skills and 88.3 per cent of them found employment immediately upon completion of their courses. And 95 per cent of them found jobs in Nebraska.

Wisconsin did even better, as 97 per cent of those graduating found immediate employment in that state, delegates from there reported.

Speakers maintained that many programs, even including nursing training, once not considered vocational programs were saved by the community colleges, and this has paid off in filling needed services and opportunities for persons to participate in gainful employment.

A marked increase of persons with liberal arts degrees entering the technical fields through obtaining training in the career programs of community and technical colleges was reported by delegates from several areas.

There are reasons beyond rewarding senior citizens for contributions they have made to society in the past and in providing them with opportunities for enrichments in their later years of life, it was brought out in the workshop on "Senior Citizens", sponsored by Oscar Rose College of Oklahoma at the Portland convention of ACCT.

It gives them a chance to use their talents, thus contributing to the betterment of society, said Harold Sheffer, president of the Jackson Community College of Jackson, Michigan.

But it also was brought out that there were political advantages of equal or greater importance. Their children have been educated and they are out of the educational picture unless they become involved in community colleges.

As a result when tax base of millage elections come up, their lack of involvement may turn them against the issues at stake.

Too often senior citizens have been heard saying "My children have grown up and are no longer in need of the educational facilities. So why should I finance educational opportunities for others? Their parents should pay the bill."

There appeared to be general agreement that education for senior citizens should be tuition free, but the decision should rest with the local officials.

It also was brought out that educational opportunities must be taken to the senior citizens, at least at the start of their programs, because they will not come to campuses. They will not attend classes unless courses fill a need for them. They despise troublesome registration processes. Theyshould be put in their own age groups, at least at the beginning of their late training or re-training because they do not like to compete with younger persons until they become re-established in the learning process.

The senior citizens comprise the most discriminating group within the community college program, according to more than one speaker at the workshop.

It was virtually unanimous that there was a responsibility on the part of community colleges to provide educational opportunities to senior citizens as reward for what they have contributed in the past and to develop their talents for constructive service now and in the future.

There is a crying need for classes at convalescent centers, it was agreed by those at the workshop.

Trustees Tired Of Union Intimidation

by Susan Hines

"If anyone has a weak stomach, he'd better leave now," were the first words of Fred Mathews, trustee of Southwestern Community College, Dowagiac, Michigan, in a workshop dealing with "How to Handle Impasse."

Matthews, who believes trustees have been intimidated by unions, said that he is "sick and tired of attending meetings telling you how to surrender peacefully." As he sees it, trustees are engaged in a power struggle between the people and the teacher's unions. While Matthews has respect for most classroom teachers, he despises their tactics and believes that teacher's unions are ruthless, dishonest, corrupt, and highly trained political machines.

One of the first problems is the college's public relations at impasse must become more sophisticated. He said that the board represents the public and if the support of the constituents is lost, it takes years to restore.

Matthews believes trustees can maintain public confidence by understanding union tactics, standing united and willing to take steps to counteract union tactics, and standing sound and firm on board policies.

He said there is a definite pattern unions follow when at impasse. One of the first moves is for the union to come out with a news release calling the board "impossible." Letters to the editor appear from students (actually written by union members) saying how unfair the board is. If there are accreditation teams visiting the school, union people will "cry on their shoulders" and win the team's sympathy. If school is out by this time, the union will wait until August to resume the fight. Usually at this time, according to Matthews, they will threaten to strike. The union usually says that they will work without a contract, making it look like they are working without pay. The date is then set for the strike.

Board members fight among themselves, and eventually the board gives in because they were unorganized. He described the next occurence as pictures in the paper with the board members and union leaders smiling and shaking hands.

There are many ways not to let this happen, according to Mr. Matthews.

The first letter from the union must be responded to with a letter that has a public relations twist and has been perused by an attorney.

At the bargaining table, trustees must realize that impasse will come and prepare themselves. He said not to say "no" to an offer, but to say "no" and give a reason. At this point, a strike plan should be prepared, and trustees should have themselves mentally and legally conditioned for a strike. The deck must be cleared for people who don't have the stomach for bargaining.

Some other advice Matthews had to offer trustees was: do not discuss educational issues but discuss only wages, hours, and working conditions; establish credibility, let the union know that the board is united and cannot be intimidated; have one spokesman for the board; do not let board members talk to teachers about collective bargaining; and establish certain principles and stick to them.

Other ideas were: get the union's money demands on the table first, because all that the public is interested in is the money; keep the board members away from the bargaining table; keep up year round publicity to let the public know about the good things that are happening at the school.

As impasse approaches, the board should make a reasonable attempt to negotiate and should plead with the union at the bargaining table. The board should also be ready to respond, hard and fast, to the union's first news release. Procedures for meetings should be maintained at all times in order to stop unions from storming the meetings.

Other procedures he cited were: use paid newspaper ads to show the school's side; talk to the taxpayer about money and the taxpayer's control of the money; match

every union lie with a fact; respond to letters to the editor by finding a student to answer a student, but write the letter for them; have the administration monitor the classrooms. Unions often use the classroom to antagonize the students; reject any blue ribbon committee the union may have picked, explaining that the school already has a blue ribbon committee, the trustees.

Matthews said that the ultimate weapon a union will threaten is the strike. However, in the state of Michigan, a strike has never occurred. "We will fire everyone within 48 hours because striking is illegal in Michigan," he said.

In the case of a board member who is sympathetic to unions, Matthews states, "Make sure he doesn't get re-elected or make it so miserable he will resign."

Technical Colleges Have Come Long Way

by Barbara McDonald

"A marriage of two philosophies has made the technical college what it is today," said Verne Moseman, ACCT Board of Directors member and trustee of Nebraska Technical Institute, Hastings, Nebraska.

Detailing briefly the rise of technical colleges from their ignoble trade school beginnings fifty years ago, Moseman noted that old trade schools taught basic motor skills which were often unadaptable to the working world. Junior colleges then attempted an academic approach but failed to teach basic skills needed to make knowledge useful.

Present day comprehensive technical community colleges evolved from the imbalances of the other institutions. By combining trade skills and academic skills, today's students are happier, better adjusted, and capable of marketing their skills successfully, according to Moseman.

"Many students come to the community college because they are afraid they cannot compete in the university classroom. Once they have begun to achieve on the community college level they often feel capable of higher goals," he stated. The addition of transfer credit classes to community college curricula has enhanced the two-year schools in the eyes of potential students for they know they will not have wasted time if they change their minds and want to continue their education at a four-year school.

Moseman promotes the permissive registration/no flunk system of NTI. The extensive use of teaching aid machines which through movie strips performed and narrated by instructors, illustrate the step-by-step process of the construction of a module allows a student the opportunity to observe each segment of the process at his own pace.

Faculty is in a management-monitor position which gives teachers the mobility to teach more students effectively. Because the bulk of instruction is given on tapes, few classroom situations exist; rather, the student studies and performs lessons on his own, calling upon the roving teacher for detailed instruction only.

A face-life helps but it is the total concept of flexibility to meet the students' needs that has changed the old-time trade school into the present vital educational force that is today's technical community college.

Champion Sees C. C.'s Bringing Better Economy

by Susan Hines

"Building a better economy for Blacks, thereby building a better economy for all," is the philosophy of Jackson R. Champion, trustee of Washington Technical Institute, Washington, D.C., and a member of the Board of Directors of ACCT.

He believes that junior colleges are helping Blacks to achieve this goal, thereby making the emergence of junior colleges a great step forward for all.

Champion who generously handed out his campaign literature, is the Republican candidate for mayor of Washington, D.C., and if elected, will be the first elected

mayor in 104 years. He explained that when the city went banktrupt over 100 years ago, the federal government took over and appointed the mayor and other officials.

When asked about his chances for election, he stated that 71 percent of the District of Columbia is Black but that they control only 48 percent of the economy. Democrats outnumber Republicans three to one; however, Champion sees this as more of a "people" election and believes that he will win.

Publisher of the Grassroot News, a newspaper that reaches 55,000 readers, Champion says that there are "two ways for the Black - through the bullet or the ballot. I choose the ballot."

He believes that community colleges are a deterrent to crime by helping Blacks achieve the education they need to obtain good jobs. "Until community colleges came into existence (about 11 years ago), Blacks could not afford college, could not meet the requirements for admission, and could only get low paying jobs." Champion explained that Washington Technical Institute charges $30 per term for tuition, while private schools such as Georgetown University charge approximately $4,000 a year, which a low income person cannot afford.

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